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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Adams-Cheshire Regional School District**  **MCR Onsite Date:** **05/10/2016**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview demonstrate that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses the following: 1) the verbal and nonverbal communication needs of the student;  2) the need to develop social interaction skills and proficiencies; 3) the needs resulting from the student's unusual responses to sensory experiences; 4) the needs resulting from resistance to environmental change or change in daily routines; 5) the needs resulting from engagement in repetitive activities and stereotyped movements; 6) the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and 7) other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 8 - IEP Team composition and attendance** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review and an interview indicate that required members are in attendance at IEP Team meetings. However, the district does not consistently secure the parent’s written agreement to excuse a Team member when their attendance is not necessary because the member’s area of the curriculum or related services is not being modified or discussed. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that the district is documenting, in writing, a parent’s agreement to excuse an invited Team member when the member’s area of the curriculum or related services is not being modified or discussed. Provide training for Team chairpersons on these procedures.  Develop an internal oversight and tracking system for ensuring that a parent provides written agreement to excuse a Team member when their attendance is not required. The tracking system should include periodic reviews by the Director of Special Education or designee to ensure ongoing compliance.  Conduct an internal review of records of students across all grade levels and schools who have had a Team meeting subsequent to implementation of all corrective actions, to ensure that appropriate excusal procedures have been followed whenever a Team member is not in attendance.  **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review;**  **c) Name of person(s) who conducted the review with their role(s) and signature(s)**. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the procedures and evidence of training, including an agenda, training materials, and signed attendance sheets, indicating the name(s) and role(s) of staff in attendance by **December 1, 2016**.  Submit a description of the internal oversight and tracking system, including periodic reviews, and identify the staff responsible by **December 1, 2016**.  Submit the results of the internal review of student records and include the following:  1. The number of records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause; and  4. Specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **March 15, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 12/01/2016 | 03/15/2017 |  |  |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicate that the district consistently provides to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility within forty-five school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicate that the district consistently conducts re-evaluations every three years. When a parent requests to delay a re-evaluation, the district documents that agreement with a parent and the reason for the delay. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicate that annual review Team meetings are consistently held on or before the anniversary date of the IEP to review the student's progress, develop a new IEP, or refer the student for a reevaluation, as appropriate. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review indicates that the district is not consistently addressing all elements of the IEP format provided by the Department of Elementary and Secondary Education. Specifically, in some instances, the Present Levels of Educational Performance A: General Curriculum (PLEP A) and the Non-participation Justification statement section of the IEP were blank; a Service Delivery Grid did not include the type of personnel to provide direct services; and no explanation was given to justify a student's need for a longer school year. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that the IEP Team develops an IEP that addresses all elements of the current format provided by the Department. Conduct training for Team chairpersons on these procedures.  Develop an internal oversight and tracking system for ensuring that all elements of the IEP are addressed by the Team. The tracking system should include periodic reviews by the Director of Special Education or designee to ensure ongoing compliance.  For those students whose records were identified by the Department, reconvene the IEP Teams to complete all elements of the IEP.  Conduct an internal review of records of students from across grade levels and schools who have had IEP development subsequent to implementation of all corrective actions, to ensure that all elements of the IEP are completed.  **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade levels for the records reviewed; b) Date of the review;**  **c) Name of person(s) who conducted the review with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the procedures and evidence of training, including an agenda, training materials, and signed attendance sheets, indicating the name(s) and role(s) of staff in attendance by **December 1, 2016**.  Submit a description of the internal oversight and tracking system, including periodic reviews, and identify the staff responsible by **December 1, 2016**.  For those student records identified by the Department, submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened. Submit this information by **December 1, 2016**.  Submit the results of the internal review of student records and include the following:  1. The number of records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause; and  4. Specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **March 15, 2017**. | | | |
| **Progress Report Due Date(s):** | | | |
| 12/01/2016 | 03/15/2017 |  |  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicate that when the district provides the parent with a copy of the proposed IEP and placement at the conclusion of the Team meeting, the district sends a second copy of the proposed IEP and placement with the required notice within two calendar weeks. When the parent does not leave the Team meeting with a copy of the proposed IEP and placement, the district sends the parent two copies of the proposed IEP and proposed placement, along with the required notice, within 3-5 school-working days. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and an interview indicate that at Cheshire Elementary School, teachers and related service providers implement the specific accommodations, modifications and supports of each student's IEP without delay. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the special education student roster as required by the Department. |

| **SE Criterion # 40 - Instructional grouping requirements for students aged five and older** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review indicates that instructional groupings at Plunkett Elementary School conform to instructional grouping requirements for eligible students age five and older who receive special education services outside the general education classroom. |

| **SE Criterion # 41 - Age span requirements** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Document review and an interview indicate that the district’s substantially separate behavior program at Plunkett Elementary School provides services for grade K-5 students. The ages of the youngest and oldest students in the instructional group differ by more than 48 months. The district has not submitted a written request for approval of a wider age range to the Department. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise the instructional groupings for the substantially separate behavior program at Plunkett Elementary School to ensure that the ages of the youngest and oldest students do not differ by more than 48 months, or request approval for a wider age range from the Department.  Develop an internal oversight and tracking system to ensure the ages of the students in instructional groupings outside of the general education classroom do not differ by more than 48 months. The tracking system should include periodic reviews by the Director of Special Education or designee to ensure continuing compliance. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the completed *Special Education Instructional Grouping and Age Span* template, which can be found in the WBMS Document Library, for Plunkett Elementary School, by **December 1, 2016**.  Submit a description of the internal oversight and tracking system, including periodic reviews, and identify the staff responsible by **December 1, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 12/01/2016 |  |  |  |